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# RECENT LITERATURE

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## NOTES AND ABSTRACTS

### A TENTATIVE SCHEME FOR THE CLASSIFICATION OF THE LITERATURE OF SOCIOLOGY AND THE SOCIAL SCIENCES

- I. PERSONALITY: THE INDIVIDUAL AND THE PERSON
  - 1. Biography
  - 2. Original Nature: Instinct, Temperament, Racial Traits
  - 3. Child Study
  - 4. Social Psychology, Social Attitudes, and the Genesis of the Person
- II. THE FAMILY
  - 1. The Natural History of the Family and the Psychology of Sex
  - 2. The Historical Family and Family as an Institution
  - 3. The Modern Family and Its Problems
- III. PEOPLES AND CULTURAL GROUPS
  - 1. Social Origins and Primitive Society
  - 2. Folklore, Myth, and Language
  - 3. Histories of Cultural Groups (Kulturgeschichte)
  - 4. Immigrants, Immigration, and Distribution of Population
  - 5. Colonial Problems and Missions
  - 6. Comparative Studies of Cultural Traits; Religion, Mores, Customs, and Traditions
- IV. CONFLICT AND ACCOMMODATION GROUPS
  - 1. Classes and the Class Struggle; Labor and Capital
  - 2. Nationalities and Races
  - 3. Political Parties and Political Doctrines
  - 4. Religious Denominations and Sects
- V. COMMUNITIES AND TERRITORIAL GROUPS
  - 1. The Rural Community and Its Problems
  - 2. The City and Its Areas
- VI. SOCIAL INSTITUTIONS
  - 1. Home and Housing
  - 2. The Church and the Local Community
  - 3. The School and the Social Center
  - 4. Play, the Playhouse, and Playgrounds
  - 5. Courts and Legislation
  - 6. Social Agencies
  - 7. Other Institutions
- VII. SOCIAL SCIENCE AND THE SOCIAL PROCESS
  - 1. The Economic Process: Economic and Industrial Organization
  - 2. The Cultural Process: Education and Religion
  - 3. The Political Process: Politics and the Formation of Public Opinion
  - 4. Collective Behavior. Social Change and Social Progress; Fashion, Reform, and Revolution

VIII. SOCIAL PATHOLOGY: PERSONAL AND SOCIAL DISORGANIZATION

1. Poverty, Crime, and Deficiency
2. Eugenics, Dysgenics, and Problems of Population
3. Problems of Public Health and Social Hygiene
4. Insanity and the Pathology of the Person
5. Vice: Alcoholism, Prostitution, Gambling

IX. METHODS OF INVESTIGATION

1. Statistics, Graphic Representation
2. Mental and Social Measurements
3. Social Surveys: Community Organization, Community Education, **Health**, Government, Mental Hygiene, etc.
4. Case Studies and Social Diagnosis
5. Life-Histories and Psychoanalysis

X. GENERAL SOCIOLOGY AND METHODOLOGY OF THE SOCIAL SCIENCES

1. History of Sociology
2. Social Philosophy and Social Science
3. Social Ethics and Social Politics

The abstracts and the bibliography in this issue were prepared under the general direction of K. E. Barnhart, by Evelyn Buchan, M. S. Everett, Guy B. Johnson, Marie L. Kasak, Daniel C. Fu, Beryl Rogers, and Wiley B. Sanders, of the Department of Sociology of the University of Chicago.

Each abstract is numbered at the end according to the classification above.

I. PERSONALITY: THE INDIVIDUAL AND THE PERSON

**The Endocrine Glands in the Evolution of Man.**—1. The essential characters of the human body are a survival of foetal conditions. 2. This persistence of foetal conditions is the result of a retardation or a suppression of the development of certain general characters of primates. 3. This retardation or suppression is caused by the agency of the endocrine organs. 4. In morbid affections of the endocrine organs this suppressing agency is removed, and the human body once more acquires features of some apelike ancestor. 5. The retardation of development concerns not only purely somatic features, but human development as a whole. The developmental rate of man is retarded, the succeeding phases of his life are protracted. 6. This retardation of the developmental rate of man is, perhaps, caused by the change of the nature of his food, the frugivorous ancestor of man being omnivorous or carnivorous.—L. Bolk, *Lancet*, CCI (September 10, 1921), 588-92. (I, 2.)

D. C. F.

**Note on the Sexual Instinct.**—It is difficult to determine how much of the uniformity in human behavior is due to instinct and how much to environmental factors. *Implications of sex:* Reproductive function does not suffice as a criterion of what is sexual. On the other hand, extension of the term to include all behavior is unwarranted. Libido assumes a specific sexual energy, appearing in specific or general expressions. *Repression of sexual activity* does not necessarily bring about alternative sexual activities. We need less emphasis on merely one component in the complex forces which make up the total personality, and a less schematic, dogmatic formulation of the facts of human behavior.—C. Macfie Campbell, *Journal of Abnormal Psychology and Social Psychology*, XVI (October-November, 1921), 243-48. (I, 2.) E. B.

**The Herd Instinct.**—Even strong individualistic tendencies cannot isolate a man from the herd, for primitive as well as modern men are controlled by public opinion. The herd and their own herd instincts persecute those who cannot conform. Herd influence promotes law and order, checks originality, levels conduct. *Collective*

**thinking:** In early savage life individual thinking does not exist. Very young children have scarcely a consciousness of self. The mentally diseased show similar states. Awareness of self comes with conscious control.—Sanger Brown, *Journal of Abnormal Psychology and Social Psychology*, XVI (October-November, 1921), 232-42. (I, 2.)  
E. B.

**Comparative Social Traits of Various Races.**—A study of sixty girls, representing ten racial groups, was made. Teachers' ratings were used, based upon the following traits: leadership, pertinacity, humor, frankness, suspiciousness, sympathy, loyalty, generosity, obtrusiveness, coolness. The results are, of course, tentative, but they indicate interesting racial differences.—C. B. Davenport, *School and Society*, XIV (October 22, 1921), 344-48. (I, 2.)  
G. B. J.

**Studies in Infant Psychology.**—(1) There are no standards of behavior or conduct for young infants. (2) Catalogues of instincts and emotions are based on preconceived notions. (3) Study of vocational and business psychology is backward. *What infants can do:* Experiments show the processes of grasping, reaching, use of both hands, tropistic eye response, the Babinski reflex, sitting alone, crawling, extensor thrust, and defensive reactions, in infants under ten months. *Emotional life:* We observe three simple emotional patterns: fear, rage, and love. Adults have various fears which do not appear at first in infants. Conditioned emotional response accounts for this. It may be induced by combining stimulations, one of which rouses a given emotion. Eventually the second given alone will rouse the same emotion. *Removing conditioned fear responses:* Experiments to remove such fears are under way.—John B. Watson and Rosalie Rayner Watson, *Scientific Monthly*, XIII (December, 1921), 493-515. (I, 3.)  
E. B.

**The Inbred Descendants of Charlemagne: A Glance at the Scientific Side of Genealogy.**—A study based on a chart of American genealogy running back to Isabel de Vermandois, Robert de Bellomont, earl of Leicester, and William, second earl of Warren and Surrey, shows: *Noble and peasant are of one blood:* Every farmer of English lineage may boast of the germ plasm of William, Alfred, or Charlemagne. Plebeian blood may be mingled with the bluest. *The individual a combination of ancestral traits:* Through different paths the following have been traced back to identical ancestors of nobility: Washington, Lincoln, George V, Cleveland, Roosevelt, Lee, Adams, Edwards, Phillips Brooks, Morgan, Rockefeller, and others. Each is the sum of his own combinations, so that no two are alike, and many combinations are possible from the same traits or unit characters. *Rise of middle class:* They gradually develop at the expense of master and serf.—David Starr Jordan, *Scientific Monthly*, XIII (December, 1921), 481-92. (I, 3.)  
E. B.

**The Place of the Nutrition Worker in the Health Program.**—*Tuberculosis* is a major factor in the health problem. *Bad food habits* originating with very young children cause many defects. *Defective teeth* stand in the way of combating tuberculosis and other diseases. *Ignorance of suitable diet* constitutes the big problem, which schools, field workers, physicians, and the nutritional training school can join in solving.—Bailey B. Burritt, *Journal of Home Economics*, XIII (December, 1921), 579-86. (I, 3.)  
E. B.

**The Home-Economics Teacher and Community Interest in Nutrition.**—Most organizations promoting child welfare are adopting a nutrition program including monthly weighing, milk for the undernourished, and hot noon lunches. Some schools include on the faculty a specialist in nutrition. Parents who attend the children's nutrition class, where they may see measurements taken and directions given, develop greater concern for the nutrition of all children.—Mary G. McCormick, *Journal of Home Economics*, XIV (January, 1922), 1-5. (I, 3.)  
E. B.

**Mental Types, Truancy and Delinquency.**—*Delinquency and truancy:* A heavy proportion of juvenile delinquency is directly traceable to truancy, and this truancy is caused in large measure by failure of the school to adapt itself to the individual

differences and consequent special needs of children. *Classification of mental types*: A scientific classification of children according to mental types, ascertained by special psychological tests, supplemented by differentiated courses of study adapted to individual needs, would reduce truancy and consequent delinquency.—Edgar A. Doll, *School and Society*, XIV (November 26, 1921), 482-85. (I, 3.) G. B. J.

**Instinct and Capacity: I. The Instinct of Belief-in-Instincts; II. Homo Domesticus.**—The term instinct does not account for social behavior. Man's activities are not stereotyped. His instinct is his disposition to behave whatever way he may behave. Human activities could be better classified without it. Invoked to assist social science students in classifying and explaining behavior, it has become unnecessary since we have institutions. *Human behavior institutionalized*: No individual dares set his opinion against that of the group; he is docile and domesticated. Human behavior is that of institutions. *Guidance of tradition*: He puts on a system of traditions as easily as clothes, and is so surrounded. Domestication creates intolerance and makes him culture-bound. *Culture theory of behavior*: This theory explains race and sex differentiation sufficiently. Cultures borrow from each other by taking in each other's washing. The analysis of character is the analysis of culture-complexes.—C. E. Ayres, *Journal of Philosophy*, XVIII (October 13, 27, 1921), 561-65, 600-606. (I, 4.) E. B.

**Superstitions among Scottish College Girls.**—An examination of 377 girls was conducted in the normal school at Edinburgh University, the results of which were compared with a similar study of 875 American men and women students made by Dresslar: 6,038 superstitions were recorded, of which 967 were different; 206 of these had been mentioned by American students; 94 per cent of the individuals were more or less affected. Those educated in rural districts were more susceptible. The percentage of all superstitions having some effect was in the case of Americans 44.9 per cent; Scotch, 48 per cent; the average number mentioned, Americans 8.2; Scotch 15.4. *Effect of the war on superstition*: Men were purposely excluded from the tests in the belief that war experience increased their fatalism and superstition. These students were preparing to teach. The question is raised as to how the teacher's belief affects her students. Public opinion regards the Scotch as more superstitious than the Americans, but the difference shown here is not great.—Russell L. Gould, *Pedagogical Seminary*, XXVIII (September, 1921), 203-48. (I, 4.) E. B.

**The Ego Instinct.**—Insight into animal types of response will not suffice for understanding human personality. The instinctive component is valuable only in so far as it serves the personality as a whole. *Ego-complex*: The instinct modified by experience forms the ego-complex which strives to secure certain desires which Thomas has described. Character is based on the organization of these desires. Personality is the individual's conception of his own character. *Pathology of instinct*: Instinct tends to become pathological if it assumes an independent existence. Conflict is a defense reaction against this. Health is measured by awareness or the reverse of one's instincts. *Life-experiences*: These are the real determinants of personality and character. Pathological character formations take the forms of egotism and timidity. Acute reactive phenomena are seen in compensatory manifestations of inferiority, occurring in the unconscious and the conscious self.—Bernard Glueck, *Journal of Abnormal Psychology and Social Psychology*, XVI (October-November, 1921), 217-31. (I, 4.) E. B.

**Synthetic View of Ego, Herd, and Sex Instincts.**—*Groups of instinctive reactions*: Can the division of instincts into ego, herd, and sex groups be justified on theoretic grounds as a working hypothesis? *Conflict between instincts*: The earliest form is probably between ego and sex. Another is between the ego and the herd. A third which is most important is between sex and herd. Because of herd laws, sex impulses are liable to conflict in all people for years and in some permanently. Sex subverts the maintenance of the whole species, while herd instincts cement and maintain only a group within the species. Conceivably also one kind of sex ambition may clash with another. *Morbid psychological conditions*: Interference with sublimation leads

to regression. Symptoms of this process appear in unreal thinking, hysteria, dreams certain emotions, insanity, ecstasy, epilepsy, depression, suggestion, and in compulsive neuroses. *Predominant herd instincts*: Herd solidarity, which should act as a balance wheel, is a locked brake. We distrust the genius as greatly as the criminal. Herd instinct stonifies the prophets, burns Galileo, puts convention above abstract justice, and rushes wildly into war.—John T. MacCurdy, *Journal of Abnormal Psychology and Social Psychology*, XVI (October-November, 1921), 249-68. (I, 4.) E. B.

**The Element of Character in Mental Deficiency.**—*Studies of character* are needed for backward and delinquent children, to determine whether they have (1) sufficient intelligence, energy, and stability, and (2) sufficient control of impulses and realization of moral and social obligations, to succeed in an occupation, fulfil their obligations, and prevent anti-social acts.—H. Herd, M.D., *School Hygiene*, XII (November, 1921), 173-82. (I, 4.) E. B.

**The Dangerous Age.**—*In middle age*: Both sexes face the bankruptcy of some of their youthful hopes. Certain temperaments make a last desperate effort, while others capitulate. *Men above sixty useless*: Osler believed men above forty to be comparatively, and those above sixty to be entirely, useless; Dexter cites Gladstone, Bismarck, Moltke, Rockefeller, and Morgan to the contrary, showing the proportions in *Who's Who* to be: 20-29 years—3.9 per cent; 30-39 years—39.5 per cent; 40-49 years—36.4 per cent; 50-59 years—17.6 per cent; 60-69 years—2.4 per cent. *Senescence begins where adolescence ends*, the two comprising all of life except the two extremes. All that we regard as characteristic of middle life consists simply of phenomena connected with the turn of the tide.—G. Stanley Hall, *Pedagogical Seminary* XXVIII (September, 1921), 276-94. (I, 4.) E. B.

**The Rôle of the Risqué Story.**—*Prudery* is characteristic of the years fifteen to twenty, when overt sexuality is abhorred. Some make the adjustment, but for most youths it is nearly impossible to adjust themselves to the sensuousness of reproduction. These need help. Risqué stories are developed to meet their dread of this. That which was a fear is spoken of as a joke and tension is eased. Ralph C. Hamill, *Journal of Abnormal Psychology and Social Psychology*, XVI (October-November, 1921), 269-73. (I, 4.) E. B.

**The Use of Experimental Psychology in the Practice of Medicine.**—Much of the practice of medicine consists of understanding the psychology of the patient. Experimental psychology, as applied to medicine, falls principally into two parts: (1) in relation to psychiatry, and (2) in relation to general medicine. With the future development of experimental psychology applied to medicine, a new period of treatment may gradually arise, not merely for functional but also for organic, conditions. From this point of view therapeutics in general have a combined physical and mental approach.—Edmund Jacobson, *Journal of American Medical Association*, LXXVII (July 30, 1921), 342-46. (I, 4.) D.C.F.

## II. THE FAMILY

**Sex Differences in Mental Ability.**—Studies of the brains of both sexes give no satisfactory evidence of any difference significant for mental ability. Psychological studies show no differentia worth noting. Tests of ability to do different kinds of work give little evidence. Studies of fatigue show little difference. Susceptibility to disease: Men are more immune to certain diseases, including nervous disorders, and women to certain others. *Social instincts in the sexes*: Here occur differences of expression. Findings show quantitative rather than qualitative character; differences due to disparity of physiological age; and those due to unlike education of the sexes.—William H. Burnham, *Educational Review*, LXII (November, 1921), 273-84. (II, 1.) E. B.

**Higher Education in China.**—Modern Chinese educationists are reacting against the old classical education. The latter, together with the military governors and the Japanese and British influence, stands for conservatism. Americans have a large

share in shaping Chinese education, giving it a liberal tone. Yet American ideas are not wholly adaptable to the Chinese, consequently native educationists have established modern schools under Chinese direction. These schools stand for intellectual freedom.—Bertrand Russell, *Dial*, LXXII (December, 1921), 693-98. (II, 1.)

G. B. J.

**Criminalité juvénile et défaut de fréquentation scolaire.**—*Social value of school attendance:* The school not only develops moral and social ideas and habits in children but is useful also in protecting them from the neglect of parents and the evil influences of the street. Statistics show a correlation between school attendance and crime. *Compulsory school laws:* These have been passed in France, Belgium, Great Britain, the United States, Germany, Switzerland, the Scandinavian countries, and in most of the South American republics. Enforcement of these laws, however, is by no means satisfactory. At least eight years of school should be required. A careful census of children of school age should be made. Special officers to enforce attendance are preferable to local committees. A school time-book, similar to the military service book, is recommended. Food, clothing, and school supplies should be furnished to poor children. Georges Laronze, *La Revue philanthropique*, XXIV (September, 1921), 357-74. (II, 2.)

M. S. E.

**Age, Sex, and Marriage in Relation to Incidence.**—Statistics of about three thousand cases prepared by the New Jersey State Health Department indicate that gonorrheal infections are highest in the 20-24 age-group, while syphilitic infections are highest in the 25-34 age-group; that male infections decline after 24, but female infections decline less rapidly because of infection by husbands; that early marriages are desirable from the standpoint of venereal disease control. (Accompanied by graphs.)—Raymond S. Patterson, *Social Hygiene*, VII (October, 1921), 457-63. (II, 3.)

G. B. J.

**The Present Prevalence of Venereal Disease.**—A statistical estimate, based on the United States census returns of venereal-disease incidence in the age-group 20-30, on the army statistics of venereal disease, and on corrections for unrecognized cases, places the amount of venereal disease in the general population of the United States at 8.12 per cent.—Lawrence Marcus, *Social Hygiene*, VII (October, 1921), 441-56. (II, 3.)

G. B. J.

### III. PEOPLES AND CULTURAL GROUPS

**Spanish-Portuguese Emigration.**—*Spanish emigration 1882-1916:* Shows a great increase in the eighties, nineties, and since 1904. *Occupations of emigrants:* Agriculture 50 per cent, no trade 25 per cent. Northwestern provinces comprised about 50 per cent, southeastern 14.4 per cent, and Canary Islands 5.7 per cent in 1911-16. *Reasons of emigration:* Unfavorable agricultural laws (fragmentation of farm land); high density of population; high taxes; expensive land; drouth; backward agricultural methods; inadequate transportation and communication facilities; evasion from military service; and intensive propaganda by agents of emigration companies. *Destination:* The greatest number go to America; for example, of the total number 241,464 in 1912, 209,730 went to America, 34,726 to Africa, 12,045 to Europe, and 763 to Asia and the Pacific islands. In 1912-16, 58.82 per cent of the emigrants to America went to Argentine, 27.82 per cent to Cuba, 514 to Brazil, and 253 to the United States. *Returned immigrants:* About one-third of the emigrants to America during 1912-16 returned to Spain. *Effects:* Increased commerce of Spain with colonies (South America); improved agricultural methods by returning emigrants, and money brought to Spain. Deficiency of labor in Spain; some cases of tuberculosis and leprosy in returning emigrants.

*Portuguese emigration:* Statistics poor. In 1873-1910, 887,973 emigrants left Portugal for similar causes as in Spain. Most of them went to Brazil, i.e., of the total 39,515 emigrants in 1910, 31,289 went to Brazil; 8,070 to other American states, 48 to Europe, 29 to Africa, 79 to the Pacific islands, and none to Asia. In Brazil they are active in agriculture and in commerce. In the United States, mostly in

California, they are desired by fruit growers. Fair amount of money sent to Portugal, and increased commerce of Portugal with South America.—O. Quelle, *Schmollers Jahrbuch*, XLIV (July-September, 1920), 3:141-72. (III, 3.) M. L. K.

**The Reconsideration of the Middle Ages.**—The Middle Ages in England were characterized by local government and a strong group spirit. There was more democracy, more personal freedom, than in modern government.—G.R.S. Taylor, *Nineteenth Century and After*, XC (October, 1921), 650-60. (III, 3.) G. B. J.

**Factors Influencing Nutrition Work among Immigrant Italians.**—*Size of families:* Families of twelve or more children are common. To help financially the women must work, thus causing the children to suffer through irregular eating, and crawling about unattended in poorly ventilated, dirty, sunless rooms. Living quarters are used to the fullest capacity. With many boarders and large families, it is often necessary to sleep five or six in a bed. Books and directions for improvement are out of their reach, and they do not appreciate the present wave of interest in child welfare. Children at table and elsewhere, lacking restraint, quarrel to such extent as to affect nutrition. *Dietary habits of Italian immigrants:* Poor judgment is shown in economizing on milk and cheese, while increasing the ration of coffee and candy. They are fond of vegetables, of which many excellent combinations, not of the root varieties, are used. Macaroni and eggs are used to excess, while meat is prepared largely in the form of stews. Fruit is favored for dessert. Except to make them consistent with health and more convenient, habits of eating need not be changed. Inculcation of simple rules of health is having its effect.—Lucy H. Gillett, *Journal of Home Economics*, XIV (January, 1922), 14-19. (III, 4.) E. B.

**The Group Spirit and the Fear of the Dead.**—Deference to the dead is shown by burials of the new-born child with its mother, by the Eskimo custom of strangling an unweaned infant on its mother's death, by trussing the dead, and by other funeral rites. The aim is always to prevent the spirit from coming back to the discomfiture of the living. A possible explanation might be found in the attitude of all people to outsiders. If the dead become outsiders, members of another group, they may be regarded as the bitter enemies of the living.—Joshua C. Gregory, *Journal of Philosophy*, XVIII (October 27, 1921), 606-9. (III, 6.) E. B.

#### IV. CONFLICT AND ACCOMMODATION GROUPS

**Unemployment Relief in Great Britain.**—English schemes for relieving unemployment: Present measures include: building of new roads, construction, reclamation, etc.; an attempt to place 50,000 ex-service men in the building trades; and National Unemployment Insurance. General opinion is that the benefits under the Unemployment Insurance Act of 1920 are inadequate. Proposal of a better relief scheme: A group of employers has proposed an alteration of the 1920 act. "Essentially the proposal is one to compel industry to create a wages equalization fund." For example, a firm should set aside a given amount and add to it yearly 1 per cent of the wage bill until an adequate amount has been accumulated. Benefits would be in addition to trade union and state benefits.—C. H. Northcott, *Political Science Quarterly*, XXXVI (September, 1921), 420-32. (IV, 1.) G. B. J.

**The Social Outlook in Germany.**—Class consciousness in Germany is stronger than ever, but the idea of class function is superseding that of class status. Germany's destiny lies with the working class and the burgher class. The former has two political parties, but the latter is represented by six antagonistic parties. The reluctance of the burgher class to surrender some of its old powers of controlling the working class is a cause of present inefficiency in Germany. In our determination to democratize Germany we must not discredit the strivings toward democracy which are taking place there.—John Firman Coar, *Independent and Weekly Review*, CVII (December 10, 1921), 253-55. (IV, 1.) G. B. J.

**The Future of Industry.**—The American employer is scientific in his treatment of material problems, but in his treatment of men, industrial unrest, he uses less science. He tries to deal with labor in the mass. *Industrial unrest:* (1) Wages must



be high enough to allow a normal standard of living. (2) Hours of labor must not prevent recreation and expression of personality. (3) Security of employment must be effected, with the aid of Unemployment Insurance. (4) The worker wants *status*; he hates the "master and man" idea. (5) A just share in surplus profits is a reasonable demand of the worker.—B. S. Rowntree, *Survey*, XLVII (December 3, 1921), 362-64. (IV, 1.) G. B. J.

**Labor and Unemployment.**—The unemployment problem in England is baffling the government, as well as laborers and employers. Suggestions for relief of unemployment: (1) increase in production; (2) a policy toward ex-enemy nations that will encourage trade; (3) a program of constructive and reclamative public works; (4) and, most important, the resumption of normal international trade.—J. R. Clynes, *Nineteenth Century and After*, XC (November, 1921), 780-90. (IV, 1.) G. B. J.

**Irish Anticipations.**—There are four great currents of thought and energy in Ireland, all of which have met with strong opposition. These elude prediction, but the author hopes that the Irish state will be decentralized, with powerful county councils. *Irish culture and Gaelic tradition*: There is a movement toward the creation of an Irish culture based on Gaelic tradition. There is an unmistakable trend toward extensive co-operative manufacturing and marketing. *Socialistic tendencies strong*: The next generation will probably see a great number of co-operative labor and productive associations.—A. E. (George W. Russell), *Survey*, XLVII (November 26, 1921), 291-93. (IV, 2.) G. B. J.

**The African Folk.**—The negroes of East and Central Africa are not generally given to tender emotions. They inflict needless pain upon animals and are indifferent to suffering in their own people. Their attachment for European traders and hunters is based on the hope of getting food, trinkets, or spoils. Hans Coudenhove, *Atlantic Monthly*, CXVIII (October, 1921), 463-73. (IV, 2.) G. B. J.

**Some Traits of the Chinese Character.**—The Chinese are more passive than Westerners. They are a laughter-loving people, are extremely polite, patient, and bow willingly to public opinion. Their worst traits are probably callousness, cowardice, and avarice, the latter being due largely to hard living conditions.—Bertrand Russell, *Atlantic Monthly*, CXXVIII (December, 1921), 771-77. (IV, 2.) G. B. J.

**La langue, symbole de la nationalité.**—*Language and nationality*: Language is probably the most tenacious mark of difference between peoples. Previous to the nineteenth century, however, linguistic unity was not regarded as necessary for national unity. Since then language has become identified with sentiments of nationality, and governments have studiously sought to eradicate differences in speech. *Language and group consciousness*: Contrary to what one would expect, the most bitter conflicts are between closely related language and dialect groups. This seems to be because the individuality of the group is threatened more by a similar language. *Evolution of national linguistic consciousness*: Language is first most intimately connected with familial and primary group consciousness. The transference of this sentiment to larger and larger groups has produced the modern linguistic symbolism of nationality.—Arnold Van Gennep, *Revue internationale de sociologie*, XXIX (September-October, 1921), 466-84. (IV, 2.) M. S. E.

**Glimpses of the Religious Life of New Japan.**—The currents of new life, as Japan has become a conscious part of the larger world, are finding expression in new forces and ideals in religion. *Buddhism and the Pan-Asiatic movement*: Some men of unquestioned scholarship regard Buddhism as superior to any other religion. The unrest due to war and new industrial conditions has intensified the reforming spirit, and in some quarters Buddhism is urged as the inspiration of a Pan-Asiatic program which shall preserve Oriental culture from the destructive influences of Western influence. *Revival of Shintoism, the religion of Japanese patriotism*: A religious call to Japan to be the inspired power in the reconstruction of the world is being widely propagated. *Christianity and Japanese culture*: If Christianity is to extend its due

influence, it must relate itself positively to the dominant ideals of Japan. In literary and artistic expression, as well as in liberal theology, much remains to be accomplished.—Kenneth Saunders, *Journal of Religion*, II (January, 1922), 70–80. (IV, 2.)  
D. C. F.

**Race and Nationality.**—We habitually confuse race with nationality, but these two are fundamentally distinct. *Race and race mixture:* Racial types do exist. They have evolved from a single original stock under the influences of differences in environment. However, there are only a few races that are pure, on account of intermarriage as the result of trade, immigration, and invasion. *Nationality and conquest:* Nationality is the product of conquest, not of free will. The bond of “nationality” implies territorial union. War and education may be remedies against the anti-national tendencies which are class, commerce, religion, and profession.—Bampfylde Fuller, *Contemporary Review*, CXX (September, 1921), 337–45. (IV, 2.)  
D. C. F.

#### V. COMMUNITIES AND TERRITORIAL GROUPS

**The Message of the Farmers of Ireland.**—The co-operative movement was a result of efforts to improve Irish agriculture on its technical and business sides and to enable the Irish farmer to retain his trade status. *Achievements of Irish co-operation:* From 152 societies and \$2,500,000 turnover in 1899, the movement had increased in 1919 to over 1,000 societies with \$55,000,000 turnover. Begun with the improvement of dairying, the enterprise now extends to highly technical processes, such as the manufacture of fancy bacon. The Irish formula is “Better Farming, Better Business, Better Living.”—Sir Horace Plunkett, *Survey*, XLVII (November 26, 1921), 317–25. (V, 1.)  
G. B. J.

**Syphilis a Rural Problem.**—Syphilis presents a rural problem at least as important as a municipal one. To cope with the problem, two lines of procedure may be followed: prophylaxis to prevent infection, and intelligent treatment when infection has taken place. The art of treating syphilis is something that only the seasoned can master.—Walter J. Highman, *Journal of American Medical Association*, LXXVII (August 20, 1921), 583–85. (V, 1.)  
D. C. F.

**The City. A Sociological Study.**—*The concept of the city:* A city can be defined in many ways. The following only is included in every definition. It is (at least relatively) a closed settlement, and not one or more closely lying dwellings. Sociologically, the city is characterized by the absence of personal acquaintance with neighbors, multiplicity of industries (in contradistinction to some Russian and Asiatic trade villages), and exchange of goods. The city serves as a place for market, industrial production, administration, and as a fortress. *The city of the occident in the Middle Ages:* It was a market place, a seat of commerce and industry, as well as a fortress. It was a place to gain freedom, because of productive trades, hence the saying: “City air makes free”; i.e., the owner of a slave soon lost the right to claim him in the city. The city did not arise from the guilds, but the guilds arose within the city. *The family city (Geschlechter-Stadt) of the Middle Ages and of antiquity:* The highest instance of commune in cities was considered the *conjuratio*, since all the property owners took part in it. Later, however, only limited numbers of families were considered qualified for the offices and for the council. The qualifications were the owning of property and industry as well as knightly conduct. The military importance of cities vanished with the rise of country barons and feudal lords who built their castles outside the city. But the city assumed great importance as an object of taxation for reigning kings. The typical family city (*polis*) of antiquity was as a rule a seaport. The people led a loose community life in the villages outside of the *polis*. *Synoikismos* is the process of foundation of a *polis*, i.e., the settlement of several families in a castle or near it in response to the king's order, or out of voluntary desire. *The plebeian city:* It arose through efforts of economic and democratic forces, viz., the *popolo* in Italy, which broke down the might of family rule of the cities with the resulting democratization of city administration. The Italian *popolo* was not only an economic but also a political concept, a well-organized state within a state, the first consciously illegitimate and revolutionary political alliance. Cities at the height of

their autonomy were characterized by the following gains: (1) Political independence and, partially, and extended foreign (extra-urban) policy, so that the city kept its own military regiment, entered into treaties, waged great wars, conquered extensive countries and other cities, acquired transmarine colonies. (2) Autonomic legislation of the city as such and within it of the guilds and corporations. (3) Autocephalic, i.e., exclusively its own judicial and administrative institutions. (4) The right of taxation over the citizens within, but their exemption of the taxes from without. (5) The market right, the autonomic commercial and industrial police. (6) Out of the specific political and economic character of the cities arose their relation to the masses living outside of the city.—Max Weber, *Archiv fuer Sozialwissenschaft und Sozialpolitik*, XLVII (August, 1921), 621-772. (V, 2.) M. L. K.

#### VI. SOCIAL INSTITUTIONS

**Extent of the Housing Shortage in the United States.**—Under pressure of high prices and shortage of houses, America has gone over to lower housing standards. Serious social consequences will result unless housing associations hold their ground and refuse to permit further compromise with lower standards.—John Ihlder, *National Municipal Review*, X (November, 1921), 558-62. (VI, 1.) G. B. J.

**The Socialized Classroom.**—In conducting a course in Methods of Social Research, an experiment in group self-education was tried. The class of 48 girls was divided into seven groups according to interests of the girls, each group electing its chairman. Next each group surveyed its field briefly; then each member was assigned to a particular part of the work. The students were encouraged to discuss their problems and carry on the work on their own initiative. Each student reported once a week the progress she had made, while each chairman reported the results of group discussions and projects each week. In this way the students learned valuable lessons in self-organization, self-expression, self-direction, and self-reliance. In order to get the students' reaction to the method, the instructor requested anonymous answers to questions concerning the advantages and disadvantages of the scheme.—Stuart F. Chapin, *Journal of Applied Sociology*, VI (February, 1922), 1-13. (VI, 2.)

G. B. J.

**The Moral Education of Youth.**—The subject of moral training is receiving new emphasis in the form of a demand for formal moral instruction in the schools. *Methods of teaching morals:* Quotations, story telling, movies, and graded lessons are among the panaceas in use. A counterproposition assumes the possibility of training on the framework of innate powers. Children can learn moral values only in connection with their own behavior in concrete situations or issues arising in their lives.—M. C. Otto, *International Journal of Ethics*, XXXII (October, 1921), 52-67. (VI, 2.)

E. B.

**Pupil Government in Secondary Schools.**—*Prevalence of self-government:* Of 85 replies to a questionnaire, representing high schools in 31 states, 14 per cent claimed complete self-government, 15 per cent a partial system, 18 per cent no system but dependence on student co-operation, and 53 per cent no system at all. *Democratic character:* Unlike the English system, American pupil government is purely democratic, recognizing and using to advantage the inherent tendency of children to organize.—Nelson A. Jackson, *Education*, XLII (December, 1921), 197-210. (VI, 3.)

E. B.

**The Iron Man.**—Automatic machinery: Its use has increased the earning capacity of youth, shortened the working day, and brought in the problem of how to spend leisure time. Education for leisure: We need more avocational training, more training in the principles of law, economics, and citizenship in the early years. Self-restraint and a broad sympathy with science and culture are things which will promote the proper use of leisure time.—Arthur Pound, *Atlantic Monthly*, CXXVIII (October, 1921), 433-41. (VI, 4.)

G. B. J.

**A Study of Specialized Courts Dealing with Sex Delinquency.**—I, *The Morals Court of Chicago:* The Chicago Morals Court is a branch of the Municipal Court. Its

purposes are to reduce commercialized prostitution by concentration of all sex cases in one court and by promoting efficiency of police and social agencies. Jurisdiction and function of the Morals Court: Violations of the state laws against pandering, fornication, adultery, soliciting, etc., are handled, but by far the greater number of cases are for violation of city ordinances. The latter are not punishable by commitment. Detention houses, a hospital for examination and treatment of offenders, and a psychopathic laboratory are maintained in connection with the court. Probation is inefficient because of lack of records and thorough investigation. Statistics of sex delinquency: Accurate knowledge concerning sex delinquency in Chicago is impaired because, (1) no finger prints of offenders are taken; (2) statements made by defendants are seldom checked up; (3) sex, color, age, or nativity are not specified on the docket.—George E. Worthington and Ruth Topping, *Social Hygiene*, VII (October, 1921), 351-413. (VI, 5.) G. B. J.

**Criminal Justice in the American City.**—The problem of balance between strict rule and magisterial discretion has never been worked out. General security demands certainty and uniformity, yet these sometimes work hardship on individuals. Criminal law is so closely bound up with politics that it may come to serve class purposes. Furthermore, there still exists so much of the idea of vengeance and deterrents that criminal law retains much that is retributive and relies on fear as a deterrent. New demands upon the law: Modern conditions increase the need of legal regulation. Individualization is demanded, and science is changing the old theories in regard to the method and ends of punishment. Present status of American criminal justice: Our criminal law, inherited largely from England, is ill fitted to grope with the problems of criminal procedure in our larger cities. Judges too often have to cater to politicians in order to hold their positions; while the bar has taken on too much of the function of client takers, the leaders of the bar rarely taking part in criminal prosecution. Needed reforms in criminal justice: The substantive criminal-law must be reshaped to meet modern conditions. A ministry of justice is needed in each of our larger states. The court system should be unified, and an administrative head should be provided with powers of organizing judicial business, assigning judges, and determining policies. Sheriffs, probation officers, etc., should all be organized in proper relation to the judicial head in order to prevent friction and overlapping. Administration must be unshackled from traditional bonds and allowed to take on extra functions, just as we allow the regulation of public utilities by commissions and boards.—Roscoe Pound, *Survey*, XLVII (October 29, 1921), 149-55, and (November 26, 1921), 332-37; 345-46. (VI, 5.) G. B. J.

**The Relation between the Child and Hospital Social Service.**—*The hospital and the neighborhood:* The hospital should act as the health center of the neighborhood. To attain its widest usefulness, it should serve as a sort of social laboratory in which disease and distress might be traced to their ultimate sources. Only thus can relief be made permanent, and the recurrence of disease be prevented. This is pre-eminently true in the case of children. The child has always offered the best approach to a study of both medical and social problems.—Henry D. Chapin, *Journal of American Medical Association*, LXXVII (July, 1921), 279-81. (VI, 6.) D. C. F.

## VII. SOCIAL SCIENCE AND THE SOCIAL PROCESS

**Gesture, Mimesis, Types of Temperament, and Movie Pedagogy.**—Gesture without speech, as a means of cultivating expression of life, has been neglected except in the movies. Cultivation of mobility of limbs, features, inflections, would make life more expressive, sincere, rich, and interesting. *Function of gestures:* They are the fundamental form of communication, addressed to the eye, and useful for conveying any act, quality, or emotion. Back of all expressive movements lies the language of congenital form of feature, face, skull, contour. *Morphological types of men* are abdominal or digestive, respiratory, muscular, nervous, or cerebral. Each has distinct emotional tendencies, evidenced in characteristic gestures.—G. Stanley Hall, *Pedagogical Seminary*, XXVIII (June, 1921), 171-201. (VII, 1.) E. B.

**Education under Communism.**—Less than 30 per cent of all children of school age are receiving instruction. The system, based on class, contributes nothing to pedagogy. Many teachers belong to the former régime, so that children are getting a mixed diet of incompatible elements.—Leo Pasvolksy, *Educational Review*, LXII (November, 1921), 324-31. (VII, 1.) E. B.

**The Iron Man in International Politics.**—Expansion of national industry and international trade and the dominance of weak peoples by strong industrial peoples were causes of the war. *The use of automatic machinery* is spreading to all races. At first its introduction to new countries will involve class struggles, then restriction of the white man's trade. The final result may be another world-struggle, unless governments set up some kind of moral control over machine use.—Arthur Pound, *Atlantic Monthly*, CXXVIII (November, 1921), 611-18. (VII, 1.) G. B. J.

**Lutte pour la vie et entr'aide sociale.**—Social Darwinism: On the basis of Darwin's theory of the struggle for existence and the survival of the fittest, it is maintained that competition among men leads to the survival of the fitter, superior type. This "superior" type, however, is often of a selfish, unscrupulous, brutal sort. Social institutions also often favor the survival of the less capable. These specious theories of competition have had some demoralizing effects, of which the Great War is an example. *Competition and co-operation*: It is true that conflict is one of the inevitable conditions of life. There is a natural tendency toward inequality. Competition, however, does not exclude co-operation. Sympathy, social consciousness, and moral duty have increasingly modified the struggle for existence. Wars have become less frequent and less cruel. Extension of national bounds has made for peace. Perfection of means of communication, extension of markets, and specialization have also increased co-operation. The rational principle of life is to live for one's self and for others. *Competition and control*: Economic competition is necessary but should be regulated. Equality of power is essential to a beneficial working of competition. This may be achieved by a sane distribution of capital, government operation or control of monopolistic enterprises, more extensive education, collective bargaining, and a sufficiently extended market. A certain amount of government interference is necessary.—L. Dechesne, *Revue de L'Institut de Sociologie*, II (November, 1921), 355-85. (VII, 1.) M. S. E.

**The Iron Man and Wages.**—On the side of production, the use of automatic machinery is decreasing the demand for manual skill and is leveling wages, not only of operatives but of office workers. Education is oversupplying the need for skilled tool-workers and executives, thus leveling wages still more. On the side of consumption, sales competition is tending to strengthen the leveling process. Such a process may involve good or evil, depending upon our control of it.—Arthur Pound, *Atlantic Monthly*, CXXVIII (December, 1921), 787-94. (VII, 1.) G. B. J.

**The Leadership of the Ministry in Industrial and Social Life.**—The moral and social problems in modern industrial society are foremost in men's thinking. New emotional attitudes are being created. How are these to be related to religious ideals? *Social leadership and otherworldliness*: 1. If the church exists solely to save the individual for a future life, no social leadership is engendered. 2. If it be held that the regeneration of individuals will automatically lead to social reforms, it becomes evident that mere good will is not sufficient without detailed knowledge. Moreover a person's attitudes are largely determined by the stimulus of his environment. 3. If the minister confines himself to establishing general truths, avoiding controversial questions, he will inevitably become a defender of conventional ideals, and will furnish no insight into new problems. The alternative is a really accurate knowledge of facts and forces in the social struggle. The minister today should have "the best training in the social sciences our universities can provide."—Wilfred C. Keirstead, *Journal of Religion*, II (January, 1922), 44-57. (VII, 2.) D. C. F.

**The Contribution of the Open Forum to Democracy in Religion.**—The open forum is a direct result of the eagerness of the church to "reach the masses." Three of the pioneer organizations of the forum—at Cooper Union, in the Church of the Ascension, and at Ford Hall—were all inspired by the ideals of the church. The

purpose of the church is to give an opportunity for open discussion, where objections may be raised as well as positions defined. *Radicalism and the church forum*: The result has been to jar church people out of their complacency, to modify unintelligent radicalism, and to stimulate thinking and reading. Dogmatism is immediately checked. No ecclesiastical or other conditions are prescribed for participation in the discussion. Those who have been alienated from the church find that religion, like other human interests, is progressing and is dealing with real issues. A wider sense of brotherhood is developed. A new community interest is aroused. Brief descriptions of typical experiments reinforce the foregoing points.—George W. Coleman, *Journal of Religion*, II (January, 1922), 1-15. (VII, 2.) D. C. F.

**The Educative Nature of the Social Process.**—A tool or an institution represents a social achievement to meet a social need, but its value is determined only when men are taught to use it or appreciate its service. When operative it is a social product—a product of invention and learning. In primitive as well as in modern civilized life the process of social adjustment and culture development in humanity has always been essentially a learning process. *The educative process a form of control*: The young have always been required to acquire the social technique of their group by educative methods. In the modern school we see this process of transmission developing into a systematized, rationalized, and deliberate institution. Its natural function, then, is to prepare the young for full and normal citizenship in their respective social order, simple or complex. In modern society the school curriculum should be as broad as civilization itself. *An educative method for a democratic society*: Successful democracy depends upon enlightened and rational public opinion. This cannot be created without diffused knowledge of concrete social matters, hence the need that these be made central in the school curricula all the way up. *Leadership in a democracy*: Leadership is necessary for achievement in any human society. The function of a leader in a democracy is to educate and inspire, to teach and lead rather than command. The teacher is the most important leader and the colleges and universities must aim more and more to turn out capable teacher-leaders.—Charles A. Ellwood, *Teachers College Record* (May, 1921), 226-33. (VII, 2.) C. A. W.

**The Employment of Children in the Motion-Picture Industry.**—There are about 1,500 children employed in motion-picture production in Los Angeles. A study of 225 cases showed that such employment often had a demoralizing effect upon the school work and moral status of the children. This is probably due to (1) the nature of the adult environment in which the child is placed; (2) the make-believe or unreal atmosphere of the studio; and (3) lack of consideration of characteristics that are worth while, since the star is often the one who can best play the fool.—Benjamin S. Weiss, *Journal of Applied Sociology*, VI (December, 1921), 11-18. (VII, 2.) G. B. J.

**The Youth Movement in Germany.**—German youth has revolted against the restrictions placed on its natural development by militarism, church, school, and modern industry. The movement includes organized groups of boys and girls under twenty-five of widely differing ideas and programs. *Anti-intellectualism and anti-militarism*: Interest in outdoor sports; revival of folk songs and dances; dissatisfaction with overintellectualization, militarism, traditional theology, and conservative sex conventions; emphasis on the idea of personal development and community service. The political and social ambitions of the various groups differ widely, and the movement will not show startling results soon. It is the next generation of German statesmen that will feel the spirit and influence of the youth movement.—Bruno Lasker, *Survey*, XLVII (December 31, 1921), 487-501. (VII, 4.) G. B. J.

**Emotion, Blame, and the Scientific Attitude in Relation to Radical Leadership and Method.**—Radicalism is the result of a maladjustment between individual and environment. Balked desire paves the way to radicalism. There are two ways of getting desires: (1) through conflict, and (2) through constructive co-operation. Anger may lead to violence without removing the obstruction. *Leadership*: Differences in temperament, training, and discipline distinguish radical leaders from followers. *Radicalism as a social attitude* involves persistent desire for thoroughgoing innovation. Blame has no place in diagnosis, but may be used as a device or goad to control

men. Impersonal causes and technological processes are the basis for scientific study of radicalism.—A. B. Wolfe, *International Journal of Ethics*, XXXII (January, 1922), 142-59. (VII, 4.) E. B.

#### VIII. SOCIAL PATHOLOGY: PERSONAL AND SOCIAL DISORGANIZATION

**A Comparative Study of the Intelligence of 399 Inmates of the Indiana Reformatory and 653 Men of the United States Army.**—*Intelligence tests and crime*: Psychological testing in the army indicated that the mental age of the average male adult is between thirteen and fourteen years, which is from one to two years below standards generally held by clinical examiners. One of the practical results of too high standards has been the overestimation of the amount of defective intelligence in reformatory and prison populations. *White and colored criminals*: In the reformatory group, crimes against property are greatly in excess of crimes against person or public order. Comparison of the 299 whites with the 100 negroes shows that the former committed relatively fewer crimes against person, but more against property and public order. In each group approximately three-quarters of the whole number of individual crimes fall under the headings: burglarly, second degree, robbery, escaping state penal farm, forgery, and grand and petty larceny.—Calvin P. Stone, *Journal of Criminal Law and Criminology*, XII (August, 1921), 238-57. (VIII, 1.) D. C. F.

**An Industrial Institute Survey.**—The results of the tests made of the 38 boys in the Wyoming Industrial Institute are as follows: (1) Practically two-thirds of the inmates are below average intelligence, according to the army ratings. (2) Of the remaining one-third, 38 per cent, although on the average mental level or above, are suffering from abnormalities of function so marked that they could not be designated. (3) Fifteen per cent are definitely feeble-minded, 21 per cent borderline mentalities, most of whom are already definitely launched on an anti-social career. *Psychopathic personalities and intelligence*: (4) Neurotic constitutions and psychopathic personalities appear at all levels, but are much more frequent among the brighter boys. (5) Only 10.4 per cent, in the estimation of the superintendent and the judgment of the examiners, are really promising material for reformation.—Winifred Richmond, *Journal of Delinquency*, VI (September, 1921), 473-86. (VIII, 1.) D. C. F.

**The Segregable Delinquent.**—The confirmed criminal defective should be committed to a special institution set apart for that purpose rather than sending him to prison. It is not only bad business practice, but also a miscarriage of justice to the delinquent himself to do otherwise. *Morons as potential criminals*: From the very nature of things all morons are potential criminals unless some kind friend lends them a helping hand. It is the neglected defective that generally turns out to be a criminal later. Reformation, however, must begin at home in the hands of parents and grandparents.—John R. Harding, *Journal of Criminal Law and Criminology*, XII (August, 1921), 267-74. (VIII, 1.) D. C. F.

**Some Prison Facts.**—A survey of some seventy penal institutions shows that flogging, solitary confinement, dark cells, and starvation diet are still used in the prisons in the United States. Religious services are dry and uninspiring. In some cases the men are worked hard, in others they serve their terms in the "idle house." *Prison reform*: In rare instances are there any attempts at real reform, such as education, self-government, and pay for labor. In general, wardens seem to be unaffected by reform ideas, each official having his own pet theory of handling prisoners.—Frank Tannenbaum, *Atlantic Monthly*, CXXVIII (November, 1921), 577-88. (VIII, 1.) G. B. J.

**A Study of Delinquency among School Girls.**—The writer, while employed as an attendance officer in the Department of Compulsory Education and Child Welfare of the Los Angeles city schools, handled about 1,500 delinquent girl cases, analyzing 300 of these cases. *Five main causes of delinquency*: (1) Broken and unsettled homes; (2) lack of parental control; (3) poverty; (4) wealth; (5) undesirable influences outside the home.—Rosalie Fowler, *Journal of Applied Sociology*, VI (December, 1921), 25-28, and (February, 1922), 14-20. (VIII, 1.) G. B. J.

**Adventures in Stupidity: A Partial Analysis of the Intellectual Inferiority of a College Student.**—*Examination of a college student* for mental deficiency ranked him

at twelve years and five months on the Stanford-Binet test; thirteen years on the Yerkes-Bridges; about thirteen on the Yerkes-Rosy; twelve to thirteen on the army test; and much the same on the Trabue, Whipple, Otis, Terman, Kent-Rosanoff, and other tests. He read newspapers and several magazines, and could remember a few children's books. He had never had any persisting hobbies. *Psychology of stupidity*: This student is scarcely less dull than the average man. His stupidity consists not in sensory, perceptual, or sensorimotor processes, but in weakness of memory, constructive imagination, detection of absurdity, combinative ability, comprehension, and powers of generalization. *Bearing on vocational outlook*: He is now clerking in a store. He will never be able to manage a business or master a profession; he may become an average citizen, but will not be elected to office nor serve his community greatly.—Lewis M. Terman, *Scientific Monthly*, XIV (January, 1922), 24-40. (VIII, 2.) E. B.

**The Mortality of Foreign Race Stocks. A Contribution to the Quantitative Study of the Vigor of the Racial Elements in the Population of the United States.**—Our high mortality after the age of forty-five, characteristic of American, has no counterpart in England, Germany, or Scandinavian countries having comparable data. *Variability of races in natural vigor*: The several races making up the foreign-born population of New York are variable as to their natural vigor as measured by their mortality rates or by life tables. Except for the Russians (chiefly Jews), expectation of life for the foreign-born is less than for natives of native parentage. Russians have the best expectation, followed in order by Italians, English, Scotch and Welsh, German, and Irish. *Mortality of racial groups in New York*: Except for Russians and Italians, mortality is higher among these races in New York state than in their native country. This condition may be due to failure to adapt easily to the new environment, to the poorer quality of the immigrants as compared with those remaining at home, or to a combination of both factors.—Louis I. Dublin, *Scientific Monthly*, XIV (January, 1922), 94-104. (VIII, 2.) E. B.

**Eugenics and the Uneducated.**—We must eliminate the endeavor to foster one racial stock as superior. Positive eugenics must be put aside. Compulsory eugenics by law has no place on the program, neither does action on the environment (euthenics). *Eugenics and public opinion*: At present public opinion cannot be trusted to foster eugenic selection of mates. Physique, ability, and character are essential for "fitness" but these are not always properly correlated in the individual, and they involve problems which we must slowly learn to solve intelligently. *Birth control essential for eugenics*: In its intelligent use lies the future welfare of the race.—Havelock Ellis, *Forum*, LXVII (January, 1922), 1-11. (VIII, 2.) G. B. J.

**Birth Control.**—The first American Conference for Birth Control met in November. Its aims are: (1) amendment of anti-birth-control legislation; (2) establishment of birth-control clinics; (3) encouragement of discussion of race and population problems.—Arthur Gleason, *Survey*, XLVII (October 22, 1921), 112-14. (VIII, 2.) G. B. J.

**The Family Extra-Wage in France.**—In an effort to encourage larger families and to promote the national welfare, employers have agreed to make distinctions in wage scales according to the size of the employee's family. (1) 200 francs at the birth of a child; (2) 100 francs a month until child is one year old; (3) 3 francs a day for each child under fourteen.—Charles Cestre, *Survey*, XLVII (November 12, 1921), 239-40. (VIII, 2.) G. B. J.

#### IX. METHODS OF INVESTIGATION

**Sociology as a Special Science.**—*Sociology as a special science*: In spite of much controversy and opposition, sociology is established as an independent science in Germany. Sociology is not a general but a special science to investigate the forms of human relations. *Sociology and the philosophy of history*: The over eagerness of the latter to interpret facts and its inclination to speculation and metaphysics is the opposite of the empirical and exact sociology. *Sociology and allied sciences*: A teacher of sociology should be well acquainted with philosophy, economics, biology, and



anthropology. The determination of the place of sociology in the system of sciences has led to bitter controversy in Germany; but in spite of these scientific quarrels, this science is already bearing fruit. *Form and content of social forms:* Facts of economics, philology, individual psychology, and biology should be more liberally included in sociology than it appears *prima facie* necessary. *Analysis and comparison:* Analysis brings us nearer to man as such and liberates us from speculation and fanciful constructions which belong in the sphere of poetry. In sociological form analysis, comparison is the main aid.—Leopold v. Wiese, *Schmollers Jahrbuch*, XLIV (April-June, 1920), 2:31-52. (IX, 1.) M. L. K.

**Education in Recent Sociology.**—(*Article VII.*) *Résumé.*—American sociologists, including Ward, Hayes, Todd, Ellwood, and others, have faith in the worth of the individual and the possibilities of doubling the co-operation and solidarity of the masses. *Natural leadership:* Higher institutions training leaders have great responsibility, since expert leadership may increase capacity for social progress. *Social science and pedagogy:* Education is a means of progress, but not efficient at present. Scientific sociology will supply the larger view of the business of education needed as the next step in building up a scientific pedagogy. *Educational sociology:* Books appearing under the name of educational sociology have thus far contributed but little. Three factors are needed: (1) study of principles and theories of sociology; (2) estimation of educational effects, with reference to social aims, of institutions, agencies, and community factors; and (3) adoption of social aims as underlying purposes of education.—J. T. Williams, *Education*, XLII (December, 1921), 231-42. (IX, 1.) E. B.

**The Present Position of Industrial Women Workers.**—At the present time women workers in industry are either underpaid or out of employment. The situation is one of danger and difficulty. So far the trade board is the best means known to history for securing reasonable rates of pay to the worker in unorganized or ill-organized trades, and for protecting the good employer from the unfair competition of the worse. It appears from evidence given that the productivity of the industry is often retarded through waste, unsanitary working conditions, and inefficiency in management.—B. L. Hutchins, *Economic Journal*, XXXI (December, 1921), 462-71. (IX, 1.)

D. C. F.

## X. GENERAL SOCIOLOGY AND METHODOLOGY OF THE SOCIAL SCIENCES

**The Formation of Sociology.**—*Origin:* Sociology is, in point of time, the last science; born of Auguste Comte's course of positive philosophy its first name was "social physics." *Definition:* The history of sociology is "the history of the efforts of human intelligence directed toward the study of social phenomena with the same scientific spirit which astronomy and physics uses, i.e., as subjects to natural laws." *Method and point of view:* This was the objective that Comte pointed out to the new science. Sociology, to establish itself as a new science, must prove the existence (a) of a special field of observation and (b) of social laws, and (c) an adequate method. This has been accomplished by successive "schools" which have struggled through rationalism and social determinism to the concept of progress advanced by Turgot and Condorcot, and the theory of social evolution and a dynamic sociology conceived by Yico.—Raul A. Orgaz, *La Formacion de la Sociologia, La Revista de la Universidad Nacional de Cordoba, Argentina* (April, 1921). (X, 1.) B. R.

**Problems in Teaching Sociology.**—*Growing interest in social problems:* The problems of teaching sociology have increased within the past five years because of the increasing interest in social questions on the part of the common people. *Hindrances to the teaching of sociology:* (1) Sociology is a new development and lacks prestige; (2) the post-war confusions and unsettlements have made it difficult for the sociologist to contribute toward the solution of group problems; (3) the chief obstacle is the lack of technique for teaching sociology. *Courses in sociology are now more diversified:* The number of undergraduate courses is increasing rapidly, and the college is rare which offers no courses in sociology. Furthermore the high school is being recognized as a field for sociology, and elementary social studies are finding their way into the grades.—Emory S. Bogardus, *Journal of Applied Sociology*, VI (December, 1921), 19-24. (X, 1.) G. B. J.

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